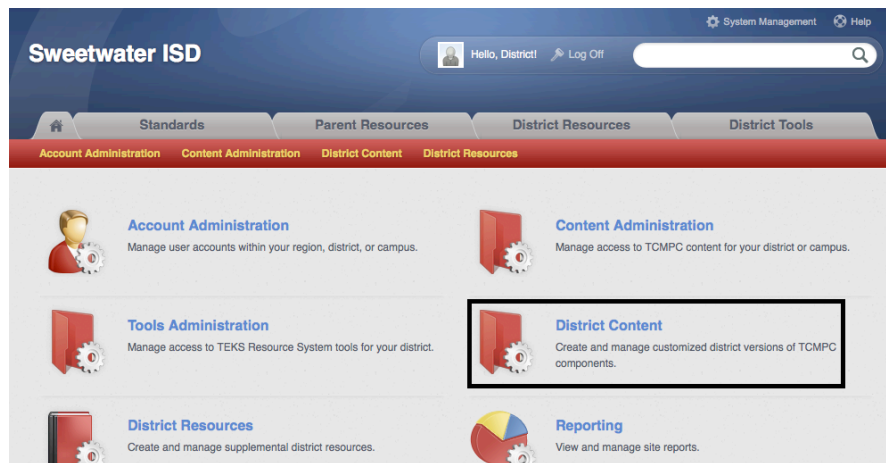


## District Assessment Template Creator

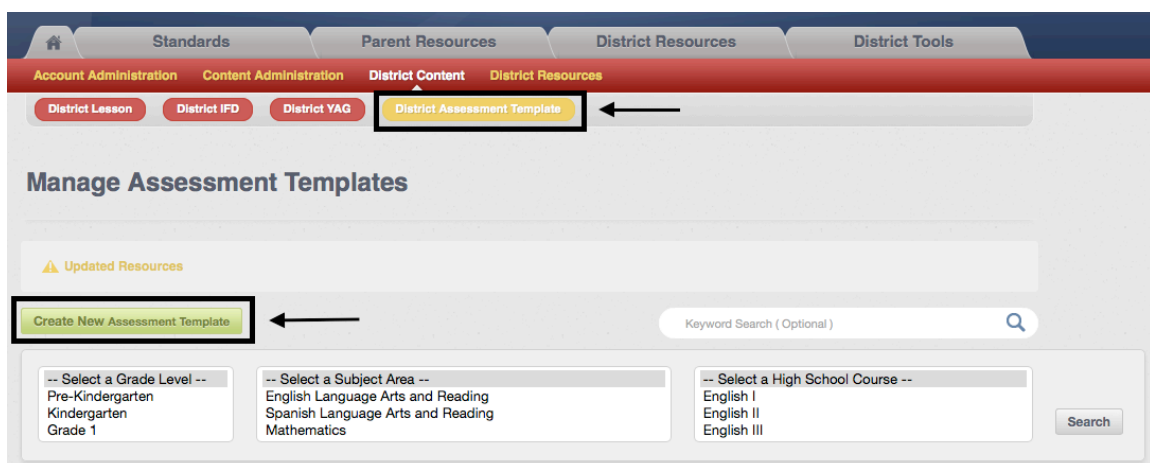
**District Content Administrators** now have the capability of creating customized versions of assessments, using assessment items managed in the integrated TCMPC item bank. These assessments can then be published for district user access.

### Create New Assessment Template

To access the assessment template creator, go to the **District Content** section of System Management and click the **District Assessment Template** button.

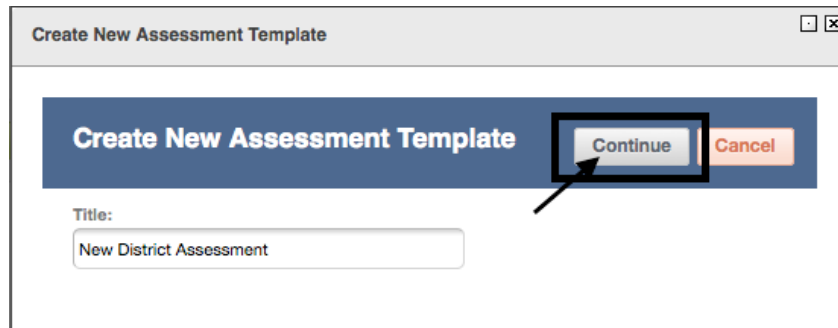


Click the **Create New Assessment Template** button to begin creating your assessment.

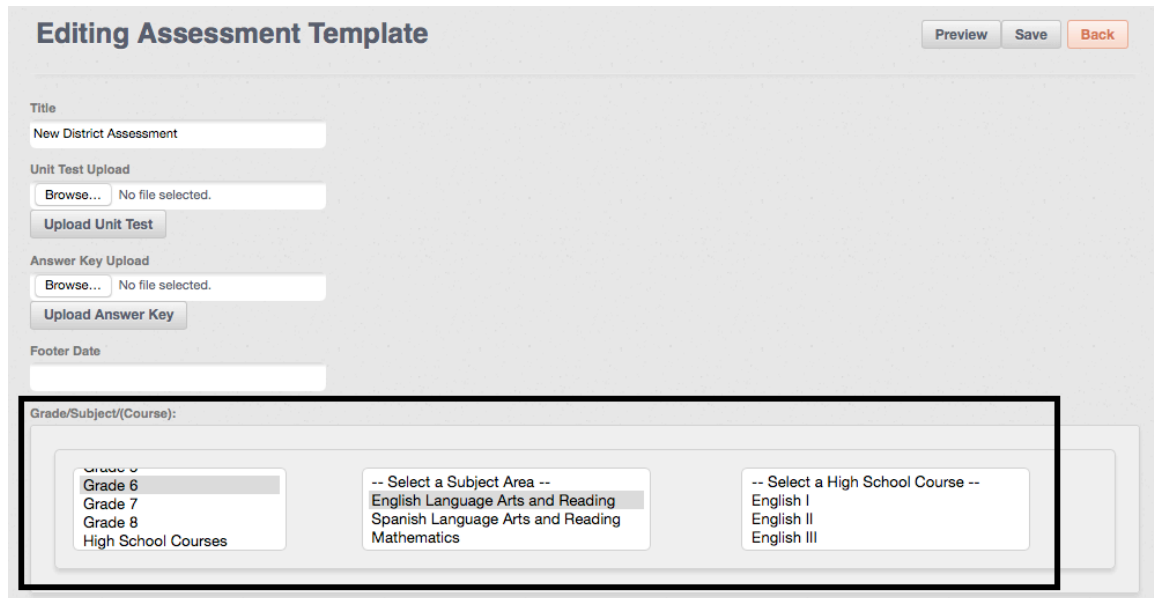


**Title, Grade, Subject, and Course**

Enter a **Title** for the assessment and click **Continue**.



When the template page opens, select the **Grade, Subject, and Course** (if High School) for the assessment.



## Student and Teacher Instructions

Scroll to the **Student and Teacher Instructions** sections and type in any instructions you would like to appear on the dynamic view and print version of the assessment.

The screenshot displays two instruction boxes within an assessment editor. The top box is titled "Student Instructions (Student Instructions will display at the top of the student version of the assessment.)" and contains a rich text editor with a toolbar and a text area labeled "Instructions for the Student...". The bottom box is titled "Teacher Instructions (Teacher Instructions will display at the top of the teacher version of the assessment.)" and contains a similar rich text editor with a text area labeled "Instructions for the Teacher...". Both boxes have a "Path: p" label below them.

## Unit Assessment Items


Next, click the **Manage Assessments** button to add questions, or assessment items, to your assessment. After clicking this button, you will see filter options display.

This screenshot shows the "Unit Assessment Item(s)" section with a "Manage Assessment(s)" button highlighted by a black box and an arrow. Below this is the "Assessment Search" section, which includes a "Search Assessment(s)" button and a "Close" button. A "Refine your results" panel is open, showing filters for "Grade 6", "English Language Arts and Reading", "-- Select a Course --", "Unit Assessment Item", and "-- Select a Unit --". The "-- Select a Unit --" filter is highlighted with a black box and an arrow, with a note: "If assessment item is tagged with a Unit Number". At the bottom, there is a "Search by Student Expectation:" link highlighted with a black box and an arrow, with a note: "Click to expand". Below this link are "Search" and "Reset" buttons.

The grade, subject, and course will be pre-selected based on the selections when creating the assessment.

Additional search filters include: Unit, Keyword, and Search by Student Expectation.

Expanding the **Student Expectation** filter displays a list of standards currently aligned to available assessment items. If desired, select the checkbox next to a standard to help narrow your search.

 [Search by Student Expectation:](#)

- ☐ 6.2A Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.
- ☐ 6.2B Use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words.
- ☐ 6.2C Complete analogies that describe part to whole or whole to part (e.g., ink:pen as page: \_\_\_\_ or pen:ink as book: \_\_\_\_).
- ☐ 6.2D Explain the meaning of foreign words and phrases commonly used in written English (e.g., RSVP, que sera sera).
- ☐ 6.2E Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.
- ☐ 6.2F Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word

Click **Search** to display available assessment items.

Parent resource items such as reading passages, images, or diagrams will be listed before the related questions. You can view or hide the related questions using the corresponding link on the item.

**Search Assessment(s)**
Close

**Your search results.**

☐ Select all that match search criteria.

☐
Unique ID: 013736b3-176f-4dd5-b74d-01d8d1593218

Original Text


**Dandelions**

When I was young, I would pick  
dandelions from our front yard.

When I would bring them inside,  
my mother would call them weeds.

5 And when they finally turned  
from vibrant, sunflower yellow

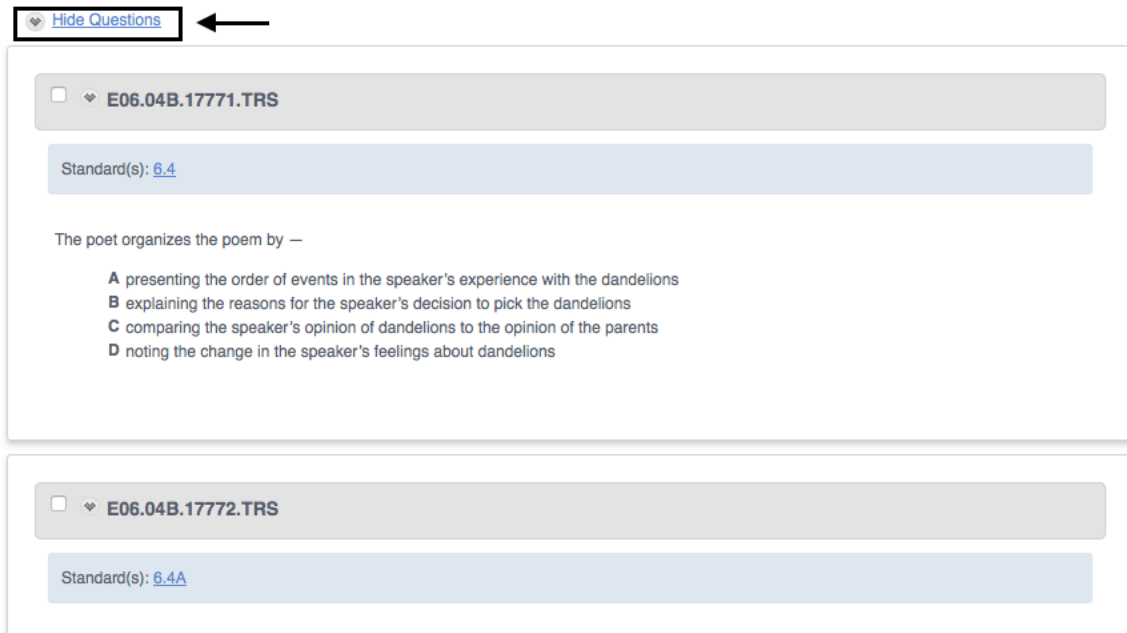
to the fuzzy white of maturity,  
I'd blow the tops off all over the yard.



Click the **View Questions** link to expand and view the related questions for an item.



Click the **Hide Questions** link to collapse the list of related questions.



To **select individual questions** from the search results, simply click the checkbox next to the desired item.

Search Assessment(s)

Close

☐

▼

E06.03.16102.TRS

Standard(s): [6.14C](#)

Julia can improve the clarity of sentence 3 by changing stuff to —

- A common household items
- B things
- C food items
- D glass

☒

▼

E06.03.16103.TRS

Standard(s): [6.14C](#)

Julia would like to add a transition to sentence 18. Which of the following would be the best transition to add to the beginning of this sentence?

- A However
- B Furthermore
- C Consequently
- D In addition

☒

▼

E06.03.16104.TRS

Standard(s): [6.14C](#)


To **select all questions related an item**, without having to select individually, select the checkbox next to the item name. In this example, selecting the reading passage (or parent resource) also selects all of the related questions (as highlighted in GREEN).


☒

▼

Unique ID: 013736b3-176f-4dd5-b74d-01d8d1593218

Original Text


 [Hide Questions](#)

☒  E06.04B.17771.TRS

Standard(s): [6.4](#)

The poet organizes the poem by —

- A presenting the order of events in the speaker's experience with the dandelions
- B explaining the reasons for the speaker's decision to pick the dandelions
- C comparing the speaker's opinion of dandelions to the opinion of the parents
- D noting the change in the speaker's feelings about dandelions

☒  E06.04B.17772.TRS


Standard(s): [6.4A](#)


At the top of the search results list, you will also see an option to **‘Select all that match search criteria’**. Choose this option if you would like to quickly select all items without having to click each item individually.

Your search results.

☒ Select all that match search criteria.

This automatically selects all items in the results and adds them to your assessment template. You will see each item title bar highlighted in GREEN when selected.


 [Hide Questions](#)

☒  E06.04B.17771.TRS

Standard(s): [6.4](#)

The poet organizes the poem by —

- A presenting the order of events in the speaker's experience with the dandelions
- B explaining the reasons for the speaker's decision to pick the dandelions
- C comparing the speaker's opinion of dandelions to the opinion of the parents
- D noting the change in the speaker's feelings about dandelions

☒  E06.04B.17772.TRS

Standard(s): [6.4A](#)

Once you have selected questions for the assessment, click the **Close** button. All selected items are now displayed on the assessment template.

Unique ID: 013736b3-176f-4dd5-b74d-01d8d1593218

Remove Edit

Original Text

Dandelions

When I was young, I would pick  
dandelions from our front yard.

When I would bring them inside,  
my mother would call them weeds.

5 And when they finally turned  
from vibrant, sunflower yellow

to the fuzzy white of maturity,  
I'd blow the tops off all over the yard.


My parents would tell me to stop—  
10 that they were unsightly pests.

They said that they'd invade, and kill  
the lawn, but I loved the flying fuzz.

The way it twirled and floated—  
searching for a spot in the grass.

15 My mother told me that in a few months  
the fuzz would turn into a million ugly clumps.

Even though she was right, I loved our yard  
dotted with the little pieces of sunshine.



1: E06.04B.17771.TRS

Remove Edit

Standard(s): [6.4](#)

The poet organizes the poem by —

**A** presenting the order of events in the speaker's experience with the dandelions

**B** explaining the reasons for the speaker's decision to pick the dandelions

**C** comparing the speaker's opinion of dandelions to the opinion of the parents

**D** noting the change in the speaker's feelings about dandelions



1: E06.04B.17771.TRS

RemoveEdit

Standard(s): [6.4](#)

The poet organizes the poem by —

A presenting the order of events in the speaker's experience with the dandelions

B explaining the reasons for the speaker's decision to pick the dandelions

C comparing the speaker's opinion of dandelions to the opinion of the parents

D noting the change in the speaker's feelings about dandelions

Answer: C comparing the speaker's opinion of dandelions to the opinion of the parents

2: E06.04B.17772.TRS

RemoveEdit

Standard(s): [6.4A](#)

The poet uses figurative language in the last stanza to —

F explain how the sun shines on the speaker's yard

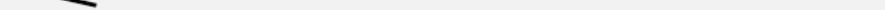
G emphasize that the dandelions make the speaker feel joyful

H reveal that the speaker's parents were right

J highlight the importance of dandelions

Answer: G emphasize that the dandelions make the speaker feel joyful

You have the option to **Remove** an item from the template, or **Edit** the item to modify it. You can also **reorder items** by using the up and down arrows on any item.



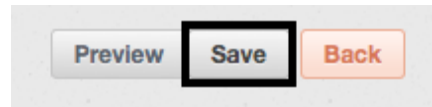
## Additional Questions

If you would like to add questions to the assessment that are not part of the TCMPC item bank, you can use the Additional Questions section at the bottom of the page.

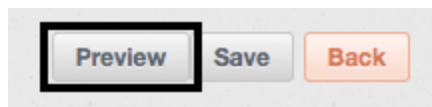
[illegible]

This optional section includes a standard text box with formatting tools, allowing you to enter your own text and graphics or copy/paste from another source.

Click **Save** in the upper, right corner of the page to save your entries.




Click **Preview** to view a dynamic version of the assessment template.



## New District Assessment


**English Language Arts and Reading****Grade 6**



**Student Information**

Student Instructions:

Instructions for the Student...



**Unit Assessment Item(s):**

Original Text

**Dandelions**

When I was young, I would pick  
dandelions from our front yard.

When I would bring them inside,  
my mother would call them weeds.


5 And when they finally turned  
from vibrant, sunflower yellow

to the fuzzy white of maturity,  
I'd blow the tops off all over the yard.

My parents would tell me to stop—  
10 that they were unsightly pests.

They said that they'd invade, and kill  
the lawn, but I loved the flying fuzz.

The way it twirled and floated—  
searching for a spot in the grass.



The way it twirled and floated —  
searching for a spot in the grass.



- 15 My mother told me that in a few months  
the fuzz would turn into a million ugly clumps.

Even though she was right, I loved our yard  
dotted with the little pieces of sunshine.

- 1 The poet uses figurative language in the last stanza to —
- A explain how the sun shines on the speaker's yard
  - B emphasize that the dandelions make the speaker feel joyful
  - C reveal that the speaker's parents were right
  - D highlight the importance of dandelions
- 2 The poet organizes the poem by —
- F presenting the order of events in the speaker's experience with the dandelions
  - G explaining the reasons for the speaker's decision to pick the dandelions
  - H comparing the speaker's opinion of dandelions to the opinion of the parents
  - J noting the change in the speaker's feelings about dandelions
- 3 Stanzas 7 and 8 are important to the poem because it shows that —
- A the speaker is causing more dandelions to grow in the yard
  - B the speaker's mother wants more dandelions to grow in the yard
  - C the speaker feels sorry for picking dandelions
  - D the speaker's mother is causing more dandelions to grow in the yard
- 4 Which statement could be supported by both the play and the poem?
- F Sometimes beauty can be deceiving.
  - G Everything that is beautiful is good.
  - H It is easy to be tricked by a beautiful bird.
  - J All flowers are beautiful.

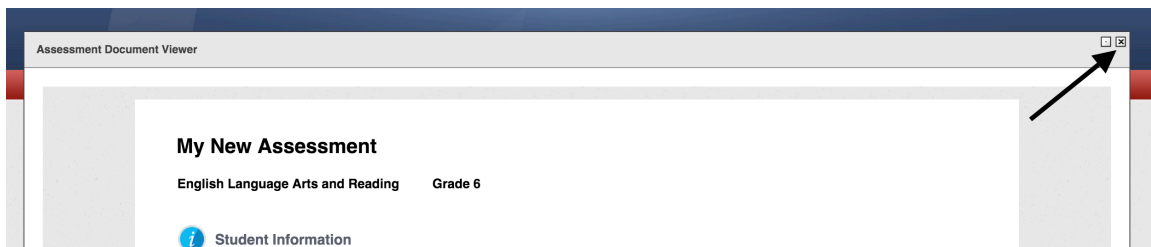
✓ **Answer Key**

**Teacher Instructions:**

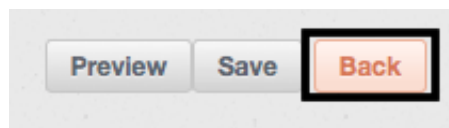
Instructions for the Teacher...

##	Item Title	Correct Answer	Primary SE	Secondary SE	Reporting Category
<a href="#">Click here to collapse or expand this section.</a>					
1	E06.04B.17772.TRS	B emphasize that the dandelions make the speaker feel joyful			
2	E06.04B.17771.TRS - COPY	H comparing the speaker's opinion of dandelions to the opinion of the parents			
3	E06.04B.17773.TRS	A the speaker is causing more dandelions to grow in the yard			
4	E06.04B.17774.TRS	F Sometimes beauty can be deceiving.			
5	E06.04B.17775.TRS	D In the play, the adults were influenced by beauty. In the poem, a child was influenced by beauty.			

Close the document viewer by clicking the 'x' in the upper right corner of the Preview window.



Click the **Back** button to return to your list of created assessment templates.



### Manage Assessment Templates

Updated Resources

Create New Assessment Template

Keyword Search ( Optional )

-- Select a Grade Level --  
Pre-Kindergarten  
Kindergarten  
Grade 1

-- Select a Subject Area --  
English Language Arts and Reading  
Spanish Language Arts and Reading  
Mathematics

-- Select a High School Course --  
English I  
English II  
English III

Search

Title	Last Updated	Status	Options
New District Assessment	1/19/2015 8:55:00 AM	Draft	Options Publish to live site? Yes No

## Publish District Assessment Template

To make assessments available to district users, the item must be published.

When an assessment is first created its status is displayed as 'Draft', indicating it is not published.

Title	Last Updated	Status	Options
New District Assessment	1/19/2015 9:06:00 AM	Draft	Options Publish to live site? Yes No

From your Manage Assessments list, find the assessment and click **YES** for the 'Publish to live site?' option. The status for the item changes to 'Live'

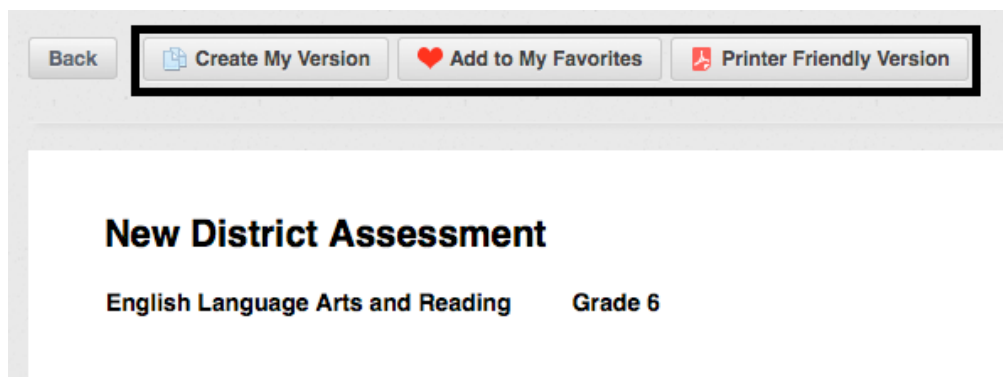
Title	Last Updated	Status	Options
New District Assessment	1/19/2015 8:55:00 AM	Live	Options Publish to live site? Yes No

The assessment will now be available to district users through the **Search All Components** feature on the **District Resources** tab.

**New District Assessment**


Assessment Template  
 Grade(s): Grade 6

Clicking the title displays the dynamic view of the assessment, with options for teachers to create their own version (optional – see [Create My Version Option for Teachers](#) section below), add to their Favorites, or print a PDF version of the assessment.



## Manage District Assessment Template

From the Manage Assessments Templates page, you also have the options to Preview, Edit, or Delete the assessment template.

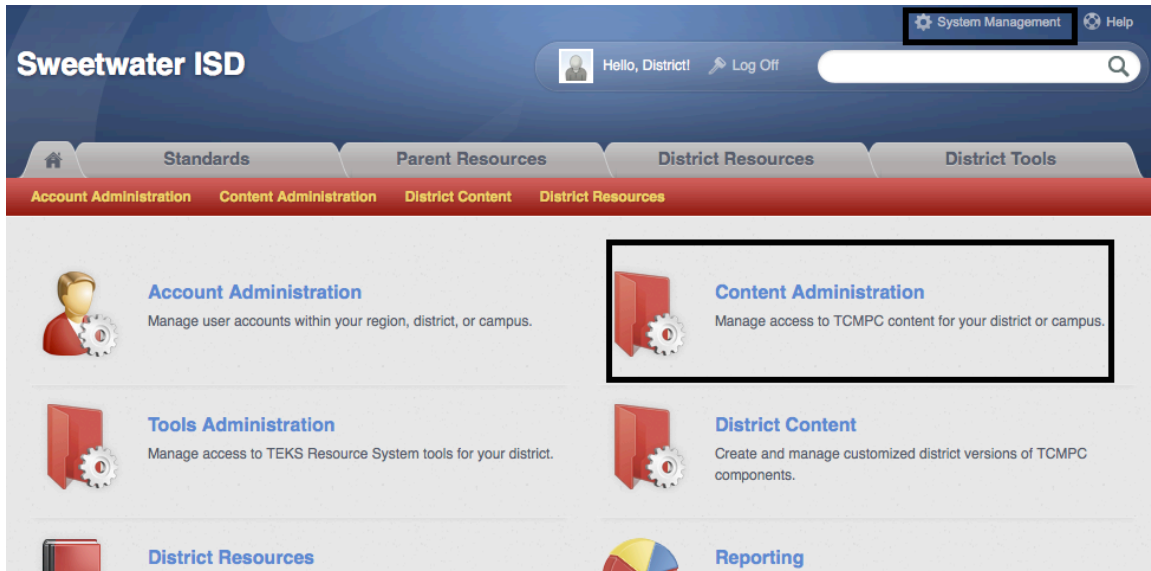
Title	Last Updated	Status	Options
New District Assessment	 1/19/2015 8:55:00 AM	Draft	<div>Options</div> <div> <div>Publish to live site?</div> <div>Yes No</div> </div> <div> <div>Preview</div> <div>Edit</div> <div>Delete</div> </div>

If an assessment has been modified, the Last Updated information will be displayed in yellow. If changes were made, simply click **Yes** to republish the template.

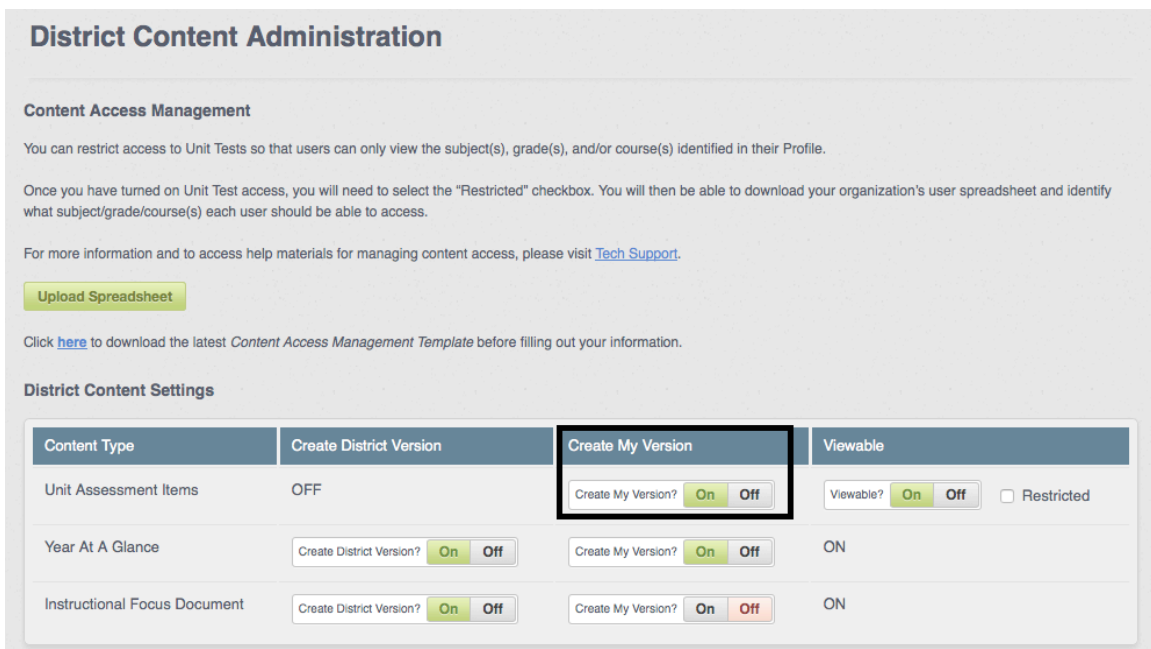
## Assessment Creator for District Users

Before district users can create their own assessments, the District Content Administrator must verify the Create My Version setting is turned ON for the district. This can be done through the Content Administration page in System Management.

Click the System Management link in the upper, right corner and select Content Administration.



In the District Content Settings section, go to the Create My Version setting in the Unit Assessment Items row. Click the toggle button to ON to make this option available to all users in the district.



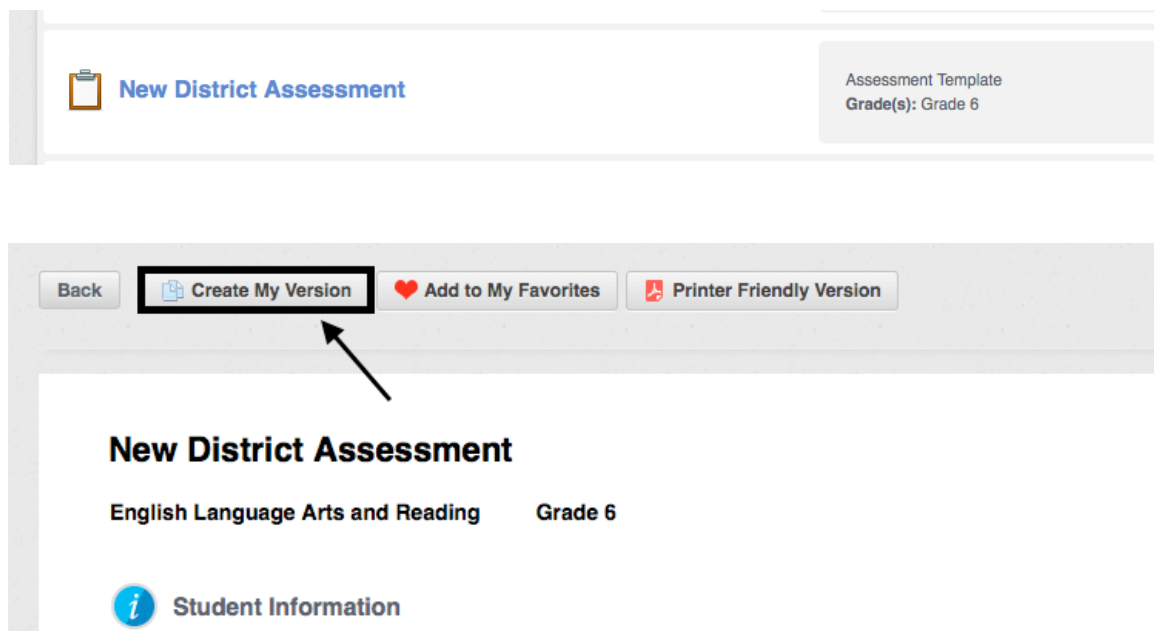
District users will now be able to access the Assessment Creator tool in District Resources, as well as the Create My Version option on a district-created assessment.

Additionally, unit assessment restrictions for grade level and subject area apply, if they have been turned on by the district or campus.

**Assessment Creator tool:**



**Create My Version option on district assessment:**



**\*\*NOTE:** Although this may be turned ON at the district level, Campus Content Administrators have the capability of turning this ON/OFF at the campus level.